

**DEPARTMENT OF HOMELAND SECURITY
FEDERAL LAW ENFORCEMENT TRAINING CENTER
TRAINING DIRECTORATE**

**TRAINING MANAGEMENT AND
COORDINATION DIVISION**



**Homeland
Security**

SYLLABUS

LAW ENFORCEMENT INSTRUCTOR TRAINING PROGRAM

SH100

MAR/03

TABLE OF CONTENTS

GENERAL INFORMATION	2
HISTORY AND PURPOSE OF THE LEITP	2
QUALIFICATION FOR ATTENDANCE	2
LENGTH OF PROGRAM	2
STANDARD DAILY SCHEDULE	2
STUDENT EVALUATION.....	3
PARTNER ORGANIZATIONS.....	3
ADDITIONAL INFORMATION	3
COURSE INFORMATION	4
LEITP	4
<i>Course Description and Objectives</i>	<i>4</i>
SYLLABUS	5
COURSE TITLE: CLASSROOM EQUIPMENT OPERATION	5
COURSE TITLE: CLASSROOM MANAGEMENT	7
COURSE TITLE: ETHICAL ISSUES IN LAW ENFORCEMENT TRAINING.....	8
COURSE TITLE: FACILITATION FUNDAMENTALS	9
COURSE TITLE: INTRODUCTION TO COMPUTER GRAPHICS.....	11
COURSE TITLE: INTRODUCTION TO INSTRUCTIONAL SYSTEMS DESIGN	13
COURSE TITLE: LEARNING METHODOLOGIES.....	14
COURSE TITLE: LESSON PLAN DEVELOPMENT.....	15
COURSE TITLE: MEDIA OVERVIEW	16
COURSE TITLE: PERFORMANCE OBJECTIVES DEVELOPMENT	17
COURSE TITLE: PRESENTATION LABORATORY	19
COURSE TITLE: PRESENTATION PREPARATION	20
COURSE TITLE: PRESENTATION SKILLS.....	21
COURSE TITLE: STUDENT ADVISEMENT AND GUIDANCE.....	22
COURSE TITLE: STUDENT-CENTERED LEARNING	24
COURSE TITLE: TEAM BUILDING	25
COURSE TITLE: TESTING AND ASSESSMENT	27
COURSE TITLE: TRAINING MANAGEMENT DIVISION OVERVIEW	29
COURSE TITLE: UNDERSTANDING TODAY'S ADULT LEARNERS	32
COURSE INFORMATION	34

GENERAL INFORMATION

History and Purpose of the LEITP

The Law Enforcement Instructor Training Program (LEITP) was initially designed in 1975 to prepare newly appointed Federal Law Enforcement Training Center (FLETC) instructors for training assignments. At that time the program was known as the Basic Instructor Training Program (BITP) but has evolved into an advanced studies instructor training program. Since the introductory class, additional classes have been offered on a regular basis (nine times yearly) to new Center instructors, as well as partner organization personnel.

The LEITP incorporates a variety of instructional methodologies including lectures, discussions, demonstrations, role-plays, laboratories and a practical exercise. Additionally, numerous courses in education and training principles are presented to prepare students to conduct quality training.

Qualification for Attendance

For acceptance into this program, the individual should:

1. Be assigned as, or designated to become, an instructor, or be responsible for instruction as a collateral duty. Generally, participants attending LEITP should be full-time instructors on a one-year or longer assignment.
2. Be recommended by a supervisor.

Length of Program

The LEITP is ten (9 1/2) instructional days in length and consists of seventy-six (76) course hours.

Standard Daily Schedule

Morning Session	7:30 a.m. to 11:30 a.m.
Lunch	11:30 a.m. to 12:30 p.m.
Afternoon Session	12:30 p.m. to 4:30 p.m.

Student Evaluation

The student's ability to develop and conduct an instructional session according to the principles addressed during the courses of instruction will be the basis by which the student is evaluated in this program.

Partner Organizations

The LEITP is primarily available to Federal organizations; however, state and local organizations may participate on a space-available basis. Partner organizations include the Executive, Legislative, Judicial Branches as well as Independent organizations and state and local organizations.

Additional Information

Additional information concerning the LEITP may be obtained by contacting:

Division Chief
Training Management Division
Federal Law Enforcement Training Center
Glynco, GA. 31524
(912) 267-2588

COURSE INFORMATION

LEITP

Course Description and Objectives

Responsibility for the supervision and delivery of instructional material taught to the students by the Center's instructional staff rests with the Office of Training.

The course description and objectives are presented in alphabetical order in the following format: course title, length, and method of presentation, description, terminal performance objectives, enabling performance objectives, special requirements and method of evaluation. The length of the course is presented in hour and minute notations. Four methods of presentation are listed with this format:

Lecture/Discussion – A training situation in which an instructor presents students with materials and generates class discussions.

Student Centered Learning – A methodology whereby the instructor oversees various student activities involving learning. Methodologies will include group discussions, problem solving, brainstorming, skits, role-plays, etc..

Laboratory - Non-graded 10-minute and 30-minute presentations in which students practice instructional skills under the guidance of an evaluator.

Practical Exercise – A 50-minute presentation where students present law enforcement related topics to other class participants and are graded by an instructor/evaluator.

SYLLABUS

COURSE TITLE: CLASSROOM EQUIPMENT OPERATION

COURSE NUMBER: 121

COURSE DATE: MAR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:30			1:30	LEITP

DESCRIPTION:

This course familiarizes the student with basic and current audiovisual equipment that might be used in an instructional presentation. Overhead projectors, 35 mm slide projectors, the Camera-VCR-Monitor cart, the console and AMX SoftKey Remote Control, the “Elmo” presenter, “Crestron” Remote and “VIZCAM” are all referenced during the classroom presentation and practice session.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having selected a 30 or 50 minute topic to present, the participant will select and utilize appropriate classroom equipment, to enhance the learning environment.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the operational aspects/functions of conventional audiovisual equipment.
2. Identify the special features of the classrooms.
3. Identify the various functions of the console.
4. Identify the display features of the AMX SoftKey Remote Control.
5. Identify the distinctive characteristics of the “Elmo” presenter.
6. Practice operating all classroom audiovisual equipment.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Demonstrated proficiency

SYLLABUS

COURSE TITLE: CLASSROOM MANAGEMENT

COURSE NUMBER: 155

Course Date: MAR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM	OBJ.
3:00			3:00	LEITP, LEIISTP	1,2,3
2:00			2:00	XP_LEAITP	1,3

DESCRIPTION:

This course identifies activities and issues that contribute to effective classroom management for which the instructor is responsible. Classroom problems are presented and discussed.

TERMINAL PERFORMANCE OBJECTIVE:

Given scenarios involving classroom management issues, the participants will articulate necessary steps to take to effect successful resolutions according to pertinent FLETC directives.

ENABLING PERFORMANCE OBJECTIVES:

1. Identify significant considerations that affect instructor credibility and the learning environment (LEITP Only).
2. Discuss some implications of sexual harassment, student fraternization, and racial, cultural, and religious insensitivities.
3. Identify problem student behaviors and list possible solutions.

SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Demonstrated proficiency in a classroom exercise.

SYLLABUS

COURSE TITLE: ETHICAL ISSUES IN LAW ENFORCEMENT
TRAINING

COURSE NUMBER: 120

COURSE DATE: NOV/01

LENGTH OF PRESENTATION:

Lecture/Problem Solving	LAB	P.E.	TOTAL	PROGRAM
2:00			2:00	LEITP

DESCRIPTION:

This course will examine several of the major ethical issues involved in law enforcement training. The bulk of the class time will deal with those principal ethical questions that involve instructors at the Federal Law enforcement Training Center. Among those issues are copyright infringement, cultural sensitivity, fraternization, lab or P.E. "assistance," sexual harassment and disclosure of test questions. Through classroom discussion and team problem-solving exercises, the new instructors will devise effective means to prevent and /or resolve such ethical questions should they occur.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Encountering an issue of professional ethics, the new instructor will be able to effectively resolve the issue consistent with accepted ethical practices and FLETC policy, as well as avoid any appearance of impropriety.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

1. Identify the major ethical issues involved in law enforcement training.
2. Identify ways to resolve certain ethical difficulties.
3. Identify source from which to obtain advice or counsel regarding certain ethical concerns.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements

SYLLABUS

COURSE TITLE: FACILITATION FUNDAMENTALS

COURSE NUMBER: 122

COURSE DATE: MAR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
2:00	0:00	0:00	2:00	LEITP

DESCRIPTION:

This course is designed to give law enforcement instructors a fundamental knowledge of the techniques of basic classroom facilitation. Though facilitation may be employed with many different kinds of instruction, it is especially important when dealing with such student-centered processes as problem-based learning (PBL). True to the adult learning model, the learners are held much more responsible for their own learning, and therefore will be performing much of the class work for this course. Through brief lecture, discussion, and substantial in-class practice, the learners will be able to perform basic classroom facilitation that will enhance their role as law enforcement instructors and enable them to facilitate the more effective instructional methodologies involved with student-centered learning.

TERMINAL PERFORMANCE OBJECTIVE:

Having selected a student centered activity, the instructor will be able to employ basic facilitation techniques, guiding the students and the work teams consistent with the principles and techniques of effective facilitation.

ENABLING PERFORMANCE OBJECTIVES:

1. Prepare a general working definition of facilitation.
2. Describe the role of the classroom facilitator.
3. Describe the role of the learner in a facilitated class.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Demonstrated proficiency in a classroom exercise.

SYLLABUS

COURSE TITLE: INTRODUCTION TO COMPUTER GRAPHICS

COURSE NUMBER: 3137

COURSE DATE: OCT/98

LENGTH AND METHOD OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM	EPO'S
1:00	1:00		2:00	FPS-CITAT	1,2,3
1:00	1:00		2:00	DITP	1,2,3
1:00	1:00		2:00	HCFITP	1,2,3
1:00	2:00		3:00	WCCTP	1,2,3
1:00	2:00		3:00	BLESTP	1,2,3
1:00	1:00		2:00	LEAITP	1,2,3,4
1:00	2:00		3:00	LEITP	1,2,3,4

DESCRIPTION:

This course provides the student with an overview of graphic presentations for use in the classroom or training environment. The use of Microsoft PowerPoint is discussed, demonstrated and used as the tool for all exercises.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a computer system, including printer and PowerPoint software, the student will create a slide presentation consisting of a minimum of five slides with clip art examples and display that presentation in the classroom.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Identify the procedure for creating a PowerPoint presentation.
2. Identify the procedure for displaying a PowerPoint presentation.
3. Display the selected PowerPoint presentation.
4. Apply the principles of presentation graphics design to develop a series of graphics for a training course or simulated investigation.

STUDENT SPECIAL REQUIREMENTS:



NONE

METHOD OF EVALUATION:

Demonstrated proficiency during a graded practical exercise (certain programs only).

SYLLABUS

COURSE TITLE: INTRODUCTION TO INSTRUCTIONAL SYSTEMS DESIGN

COURSE NUMBER: 115

COURSE DATE: MAR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:00			1:00	LEITP, LEIISTP

DESCRIPTION:

Through lecture and group exercises, this course is designed to introduce newly appointed instructors to the Instructional Systems Design (ISD) and its function in planning, presenting, evaluating, and validating training courses. The emphasis is on ISD as it is used at the Federal Law Enforcement Training Center (FLETC). Classroom lecture, student activities, questions and discussion, and visual aids are used to develop the principles under consideration.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a blank flowchart of the ISD Model, the student will label the components of the system in their appropriate positions to indicate the sequence and relationship to each other with 100% accuracy according to the "Instructional Systems Design" student handout.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. List the components of the Instructional Systems Design (ISD) Model.
2. Identify the sequence of the components of the ISD Model.
3. Identify the relationship of the components of the ISD Model to each other.
4. State how the ISD Model is used at the FLETC.

STUDENT SPECIAL REQUIREMENTS:

NONE



METHOD OF EVALUATION:

Demonstrated proficiency in a classroom exercise.

SYLLABUS

COURSE TITLE: LEARNING METHODOLOGIES

COURSE NUMBER: 153

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:00	2:00		3:00	LEITP

DESCRIPTION:

This course examines numerous methods of instruction and identifies criteria for selecting appropriate methods that facilitate and enhance adult learning.

TERMINAL PERFORMANCE OBJECTIVE:

Having selected a topic to present in an instructional session, the participant will select, design and employ appropriate methods of instruction which will enhance the learning according to adult learning principles.

ENABLING PERFORMANCE OBJECTIVE:

1. Demonstrate eight methods of instruction suitable for the adult learner.
2. Identify six criteria used in determining an appropriate instructional method.
3. Prepare and present an instructional session using an appropriate instructional methodology.

SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Demonstrated proficiency

SYLLABUS

COURSE TITLE: LESSON PLAN DEVELOPMENT

COURSE NUMBER: 157

COURSE DATE: FEB/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
2	1		3	LEITP and LEAITP

DESCRIPTION:

This course provides an overview of lesson plan development. It includes identification of the various uses, components and development of lesson plans. The classroom instruction and student-centered learning environment will provide the basis for development of an effective lesson plan for the Law Enforcement Instructor Training and Law Enforcement Adjunct Instructor Programs.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having selected a work-related topic, the student will write an appropriate lesson plan, according to guidelines in FLETC Manual (FM) 94-01.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Identify the uses of a lesson plan.

EPO #2: Identify the components of a lesson plan.

EPO #3: Write a short lesson plan and give the lesson.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: MEDIA OVERVIEW

COURSE NUMBER: 123

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:30			1:30	LEITP



DESCRIPTION:

An effective lesson is sometimes made up of more than lecture and facilitation. Often, services provided by the Media Support Branch can enhance a lesson or program. The overview gives participants an introduction to services provided by the Media Support Branch. The presentation covers graphic design and video production services and provides participants with a tour of the facilities available at the television studio.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Participants will be able to list the various services offered by the Media Support Branch and articulate how each would enhance a given lesson or program.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. List the services offered by the Television Studio.
2. List the graphic design services offered by MSB.
3. List the uses of the library learning center.
4. List the services offered by the Printing facility.
5. List the uses of graphic design services.



STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: PERFORMANCE OBJECTIVES DEVELOPMENT

COURSE NUMBER: 116

COURSE DATE: DEC/02

LENGTH AND METHOD OF PRESENTATION:

LECTUR E	LAB	P.E.	TOTAL	PROGRAM
2:00	1:00		3:00	LEITP
1:30	:30		2:00	LEAITP

DESCRIPTION:

This course is designed to introduce prospective and practicing instructors to the purpose and structure of performance objectives. The emphasis of the course is on writing terminal performance objectives (TPOs) which are well focused and complete, each containing a condition, a performance, and a standard, and on writing enabling performance objectives (EPOs) which are the steps to be mastered in order to perform the terminal performance objective. The relationship between the objectives and the evaluation instrument is an underlying principle that will be referred to throughout. Classroom lecture, student questions and discussions, individual and group exercises, and an in-class practice laboratory are included.

TERMINAL PERFORMANCE OBJECTIVE:

Having selected a work-related topic for a 30 or 50-minute presentation, the participant will write a TPO and related EPO's, in accordance with FLETC directive 94-01.

ENABLING PERFORMANCE OBJECTIVES:

1. Identify and describe the three components of a terminal performance objective.
2. Identify elements of an enabling performance objective.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Demonstrated proficiency.

SYLLABUS

COURSE TITLE: PRACTICAL EXERCISE

COURSE NUMBER: 128

COURSE DATE: Dec/02

LENGTH OF PRESENTATION:

Lecture/Problem Solving	LAB	PE	TOTAL	PROGRAM
		11:00	11:00	LEITP

DESCRIPTION:

During the course, the student will plan, prepare, and deliver a fifty (50) minute presentation on an occupationally related subject that the student has not instructed (or for which a known lesson plan has been developed) while in the LEITP.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a 50-minute instructional opportunity, the student will conduct an occupationally related presentation according to classroom instruction.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Develop terminal performance objective.

EPO #2: Develop and correctly sequence enabling performance objectives.

EPO #3: Develop a written lesson plan and submit to reviewing instructor.

EPO#4: Develop and demonstrate the use of training aids.

EPO#5: Demonstrate the ability to use two (2) methods of instruction.

EPO#6: Demonstrate the ability to apply effective classroom management techniques.

STUDENT SPECIAL REQUIREMENTS:

None

METHOD OF EVALUATION:

Graded evaluation of student's performance according to the "Assessment of Instructor Effectiveness" evaluation form.

SYLLABUS

COURSE TITLE: PRESENTATION LABORATORY

COURSE NUMBER: 118

COURSE DATE: MAR/2002

LENGTH OF PRESENTATION:

Lecture/Problem Solving	LAB	P.E.	TOTAL	PROGRAM
	11		11	LEITP

DESCRIPTION:

This laboratory experience permits the student to deliver two different (unrelated) instructional presentations on law enforcement or occupationally related topics.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given the requirement to conduct two instructional sessions, the student will demonstrate the ability to prepare and communicate performance objectives, use a lesson plan outline, employ various instructional methodologies, and to speak effectively.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

1. Conduct a ten (10) minute presentation (outline notes are encouraged).
2. Conduct a thirty (30) minute presentation utilizing interactive methods of instruction. A lesson plan and training aids must be utilized.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: PRESENTATION PREPARATION

COURSE NUMBER: 117

COURSE DATE: DEC/02

LENGTH AND METHOD OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
	11:00		11:00	LEITP

DESCRIPTION:

Participants will be given time during the program to prepare for their thirty and fifty minute presentations. The computer lab adjacent to the instructor classroom will be available for their use. Additionally, participants are allowed to prepare for their presentations in their offices. A staff member will be available to the participants for any questions they might have regarding lesson plans, student centered learning, test items, PowerPoint and other related topics.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Having selected a topic for a thirty or fifty-minute presentation, the participant will prepare for his/her lesson(s), with a goal toward presenting a well-organized, logically-presented presentation with effective use of student-centered learning.

ENABLING PERFORMANCE OBJECTIVES (EPO's):

1. Prepare an acceptable lesson plan for a thirty and fifty-minute presentation.
2. Prepare an effective PowerPoint presentation (if used) to enhance a thirty or fifty-minute presentation.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

Instructor will review Presentation Preview Sheets submitted by participants.

SYLLABUS

COURSE TITLE: PRESENTATION SKILLS

COURSE NUMBER: 152

COURSE DATE: JUL/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
2:00			2:00	LEITP

DESCRIPTION:

This course is designed to provide new instructors with an opportunity to practice for the 30-minute presentation. Although getting the students to achieve the course objectives is the primary consideration in a training environment, this course addresses that which is commonly referred to as the “platform skills.” While these instructional competencies are not the most important qualifications for a facilitator or instructor in a student-centered learning environment, this course does offer the students the opportunity to identify appropriate instructional attitudes and address a variety of specific personal concerns regarding the instructional situation.

TERMINAL PERFORMANCE OBJECTIVE:

During the 30-minute and 50-minute presentations, the student will employ effective delivery techniques to enhance the instructional presentation according to the theories in “The Art of Teaching Adults.

ENABLING PERFORMANCE OBJECTIVES:

1. Identify effective classroom attitudes and focus.
2. Identify specific areas of personal concern.
3. Present a topic while practicing an identified behavior.
4. Identify and practice the elements of dynamic speaking.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

Demonstrated proficiency in the 50-minute final practical exercise.

SYLLABUS

COURSE TITLE: STUDENT ADVISEMENT AND GUIDANCE

COURSE NUMBER: 126

COURSE DATE: DEC/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P. E.	TOTAL	PROGRAM	OPTION
1:00	1:00		2:00	LEITP	

DESCRIPTION:

The role of the instructor as an advisor is discussed. Techniques of effective guidance are examined.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a practical exercise, the trainee will demonstrate appropriate advisement/guidance techniques, to successfully resolve the issue.

ENABLING PERFORMANCE OBJECTIVES (EPO):

1. Define advisement or guidance within the context of the instructor/trainee relationship.
2. Identify the significance of advisement/guidance of trainees who are experiencing problems which affect achievement and performance.
3. Identify the procedural guidelines for the instructor to follow in advisement/guidance of trainees.
4. Understand the role of the Program Specialist (PS) assigned to FLETC classes and know when to interact with the PS.
5. Identify referral sources for professional assistance.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: STUDENT-CENTERED LEARNING

COURSE NUMBER: 101

COURSE DATE: DEC/02

LENGTH OF PRESENTATION:

Methodology	LEITP	LEAITP-XP and LEAITP
Lecture/Discussion	1.0	1.0
Role Play/Skit		
Group Problem Solving		
Group Presentations	1.5	1.0
Reading		
Brainstorming		
Other Student Centered Learning		
Practical Exercise		
Laboratory		
TOTAL	2.5	2.0

DESCRIPTION:

This course introduces the participants to the aspects of student-centered learning (SCL) methodologies. Student-centered learning places the focus on the students and on active learning, whereas teacher-centered learning focuses more on the instructor as imparter of information. The concepts of team building, team roles and team projects are introduced, including the techniques of brainstorming, "jig sawing," discussion and forming consensus reports. During the course the students work in teams on introductory projects such as defining the procedures involved with SCL, determining the benefits of SCL, and on identifying the roles of the classroom facilitator and of the learner in an SCL setting.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Within a classroom environment, the participant will be able to conduct a variety of student-centered learning activities by engaging the students in several effective learning exercises and projects in order to bring about competency in the particular topic or subject matter, according to the principles of student centered learning methodologies.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: (LEITP ONLY) Identify the fundamental aspects of student-centered learning.

EPO #2: Identify the benefits of student-centered learning.

EPO #3: Identify the role of the learner in a student-centered learning environment.

STUDENT SPECIAL REQUIREMENTS:

There are no special requirements.

METHOD OF EVALUATION:

1. Demonstrated proficiency in the Final Practical Exercise (LEITP).
2. Demonstrated proficiency in the Final Practical Exercise (LEAITP).

SYLLABUS

COURSE TITLE: TEAM BUILDING

COURSE NUMBER: 114

COURSE DATE: APR/02

LENGTH OF PRESENTATION:

Methodology	LEITP	LEAITP-XP and LEAITP
Structure/Discussion	:30	:30
Group Problem Solving	:30	
Group Presentations	1:00	1:00
Brainstorming	:30	:30
TOTAL	2:30	2:00

DESCRIPTION:

This course serves as an opening to the LEITP program and affords the participants the opportunity to become familiar with team members and comfortable in the team environment. Participants will work in teams on student centered learning projects throughout the two-week program.

TERMINAL PERFORMANCE OBJECTIVE:

Having been placed in a team environment, the participant will become familiar with team members and work in an effective, functional team environment, and successfully complete assigned team projects according to the principles of cooperative learning.

ENABLING PERFORMANCE OBJECTIVES:

1. List and describe the various roles of team members.
2. Interview and introduce one member in your team.
3. **(LEITP ONLY)** As a team, come up with a list of items you would want to bring onto an island if your team was stranded there, and make a presentation to the rest of the class.
4. As a team, brainstorm possible law enforcement related topics to use in your 30 and 50-minute presentations.

SPECIAL REQUIREMENTS:

Handout for the Marooned exercise.

METHOD OF EVALUATION:

Demonstrated Proficiency.

SYLLABUS

COURSE TITLE: TESTING AND ASSESSMENT

COURSE NUMBER: 125

COURSE DATE: MAR/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
2:00	1:00		3:00	LEITP

DESCRIPTION:

This course provides an overview of the testing and evaluation processes under the FLETC Automated Testing and Evaluation System (FATES). The course deals specifically with Level II activities that include written tests and practical exercise evaluations. The initiation, development, administration, and application of written and practical test items is discussed in detail, providing an opportunity for students to write items in class and participate in a practical evaluation.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given a written performance objective, the LEITP participant will write at least two test items meeting the requirements of validity and structure, and evaluate student performance in a practical exercise (PE) recognizing critical behaviors and using grading procedures presented in the course of instruction.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

1. Review the three levels of the FLETC Automated Testing and Evaluation System (FATES).
2. Provide reasons for testing.
3. Define test validity.
4. Differentiate between norm and criterion referenced tests.
5. Link test items to objectives by domains and levels of learning.
6. Identify processes for analyzing a written test item: Exam review, "Difficulty Indexes," and "Potential Discrimination."
7. Identify the characteristics of good multiple-choice items.

8. Identify the processes of performance evaluation.
9. Compare process of developing and conducting written tests with the process of developing, conducting and evaluating practical exercises.

SPECIAL STUDENT REQUIREMENTS:

Students will be required to prepare test items and practical evaluations according to the Testing portion of the Manual for Course Development, dated 05/2000.

METHOD OF EVALUATION:

In-Class Feedback and Demonstrated proficiency

SYLLABUS

COURSE TITLE: TRAINING MANAGEMENT DIVISION OVERVIEW

COURSE NUMBER: 100

COURSE DATE: FEB/03

LENGTH OF PRESENTATION:

LECTURE/SCL	LAB	P.E.	TOTAL	PROGRAM
1			1	LEITP

DESCRIPTION:

This course gives the new instructor an overview of the various responsibilities of the Training Management and Coordination Division (TMC). Emphasis is given to the mission of the TMC and how the new FLETC instructor may have to deal with a variety of situations involving the training of Federal officers.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given training-related situations, the new instructor will be able to secure the assistance of the Training Management and Coordination Division according to established FLETC directives and/or policies.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Identify the mission and duties of the TMC.

EPO #2: Identify the areas where TMC personnel can provide assistance.

STUDENT SPECIAL REQUIREMENTS:

None

METHOD OF EVALUATION:

Demonstrated proficiency

Syllabus

COURSE TITLE: TRAINING TOOLS

COURSE NUMBER: 119

COURSE DATE: MAR/03

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:00			1:00	LEITP

DESCRIPTION:



This course presents appropriate training tools and their significance in an adult learning environment. It is designed to provide participants with an awareness of effective training tools to employ in their roles as instructors. Techniques and materials will be provided for hands-on activities during an in-class exercise.

TERMINAL PERFORMANCE OBJECTIVE:

Having been assigned a lesson to instruct, and an opportunity to prepare, the participant will identify and/or create appropriate training tools which will enhance the learning process and not create any distractions.

ENABLING PERFORMANCE OBJECTIVES:

5. Identify training tools that effectively support and enhance the objectives.
2. Practice selecting and preparing appropriate training tools.

SPECIAL REQUIREMENTS:

Advance arrangements for Field Trip/Tour must be made.

METHOD OF EVALUATION:

Demonstrated Proficiency.

SYLLABUS

COURSE TITLE: Training Management Division Overview

COURSE NUMBER: 100

COURSE DATE: AUG/2001

LENGTH OF PRESENTATION:

Lecture/Problem Solving	LAB	P.E.	TOTAL	PROGRAM
1:00			1:00	LEITP

DESCRIPTION:

This course gives the new instructor an overview of the various responsibilities of the Training Management Division (TMD). Emphasis is given to the mission of the TMD and how the new FLETC instructor may have to deal with a variety of situations involving the training of Federal officers.

TERMINAL PERFORMANCE OBJECTIVE (TPO):

Given training-related situations, the new instructor will be able to secure the assistance of the Training Management Division according to established FLETC directives and/or policies.

ENABLING PERFORMANCE OBJECTIVES (EPOs):

EPO #1: Identify the mission and duties of the TMD.

EPO #2: Identify the designated training program categories.

EPO #3: Identify the branches of the TMD and the personnel positions within each.

STUDENT SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

SYLLABUS

COURSE TITLE: UNDERSTANDING TODAY'S ADULT LEARNERS

COURSE NUMBER: 131

COURSE DATE: MAY/02

LENGTH OF PRESENTATION:

LECTURE	LAB	P.E.	TOTAL	PROGRAM
1:30	0:00	0:00	1:30	LEITP

DESCRIPTION:

This course is designed to give the participants a fundamental understanding of the new generation of students going through law enforcement training. Typically, today's law enforcement instructors are products of the "baby boomer" generation. The students going through basic law enforcement training today are, for the most part, products of "Generation X". This course was designed to give instructors a feel for the thought process of the "Generation Xers", their priorities, their goals and the most efficient ways to train them.

TERMINAL PERFORMANCE OBJECTIVE:

Having been assigned a group project and given research materials, participants will prepare for, and make, a presentation on the Generation X students, to include their characteristics, job goals and the most effective ways to train them, according to the theories of adult learning management.

ENABLING PERFORMANCE OBJECTIVES:

1. Describe the characteristics of "Generation Xers."
2. Describe the value system of the "Generation Xer."
3. Describe what "Generation Xers" want and expect from a career.
4. Articulate which learning methods will work best with "Generation Xers?"

SPECIAL REQUIREMENTS:

NONE

METHOD OF EVALUATION:

NONE

COURSE INFORMATION

LEITP HOURS OF INSTRUCTION

COURSE	LECTURE	LAB	P.E.	TOTAL
Classroom Equipment Operation	1:30			1:30
Classroom Management	3:00			3:00
Ethical Issues in Law Enforcement	2:00			2:00
Facilitation Fundamentals	2:00			2:00
Instructional Systems Design	1:00			1:00
Introduction to Computer Graphics	1:00	2:00		3:00
Introduction to Instructional Systems Design	1:00			1:00
Learning Methodologies	1:00	2:00		3:00
Lesson Plan Development	2:00	1:00		3:00
Media Overview	1:30			1:30
Performance Objectives Development	2:00	1:00		3:00
Practical Exercise			10:30	10:30
Presentation Laboratory		11:00		11:00
Presentation Preparation		12:00		12:00
Presentation Skills	1:00	1:00		2:00
Student Advisement and Guidance	1:00	1:00		2:00
Student Centered Learning	1:00	1:30		2:30
Team Building	:30	2:30		3:00
Testing and Assessment	2:00	1:00		3:00
Training Tools	1:00			1:00
TMD Overview	1:00			1:00
Understanding Today's Adult Learners	:30	1:00		1:30
TOTAL	26:00	37:00	10:30	73:30
Administration Time				2:30
Program Total				76:00

**FEDERAL LAW ENFORCEMENT TRAINING CENTER
LAW ENFORCEMENT INSTRUCTOR TRAINING PROGRAM**

Revised: 02/01/03

PROGRAM SPECIALIST: MIKE FORCE
PROGRAM TECHNICIAN: MARY LATHAM
EDUCATIONAL AIDE:

CLASS NO: LEITP-

AGENCY: MIXED

**BLDG. NO: 216
ROOM NO: 129
WEEK NO: 1**

HOURS	MON (1)	TUE (2)	WED (3)	THU (4)	FRI (5)
7:30	ORIENTATION	115	157	119	122
8:30	TMD-3	INSTRUCTIONAL SYSTEMS DESIGN FOR L.E. TMD-1	LESSON PLAN DEVELOPMENT	TRAINING TOOLS BSD-1	FACILITATION FUNDAMENTALS
8:30	114	116		123	
9:30	TEAM BUILDING	PERFORMANCE OBJECTIVES DEVELOPMENT		MEDIA OVERVIEW (8:30-10:00)	BSD-1 TMD-1
9:30				BSD	152
10:30			TMD-1	MSD	PRESENTATION SKILLS
10:30			117	TEB	
11:30	TMD-2	TMD-3	PRESENTATION PREPARATION	121 CLASSROOM EQUIPMENT OPERATION (10:00-11:30)	BSD-1 TMD-3
			TMD	TEB	
11:30 - 12:30 LUNCH (TIME?) CLASS PHOTO (DAY?) BUILDING 76, GAME ROOM #1					
12:30	101	117	3XXX	153	120
1:30	STUDENT-CENTERED LEARNING	PRESENTATION PREPARATION TMD	INTRODUCTION TO COMPUTER GRAPHICS	LEARNING METHODOLOGIES	ETHICAL ISSUES IN LAW ENFORCEMENT TRAINING
1:30		118			
2:30		PRESENTATIONS -1 (10-MINUTE)	BLDG: 212 ROOM:		LC-1
2:30	EOD-1, SSD-1, TMD-1	CLASSROOM #1: 129 CLASSROOM #2: _____			124
3:30	131		FFI-2	OSL-1, TMD-1	PRESENTATION PREVIEW (PREVIEW OF 30-MINUTE PRESENTATIONS)
3:30	UNDERSTANDING TODAY'S ADULT LEARNERS		117	117	117
4:30	BSD-1 TMD-1	EOD-1, ETD-1	PRESENTATION PREPARATION BLDG: 212, SAME ROOM FFI-1	PRESENTATION PREPARATION TMD	PRESENTATION PREPARATION TMD
AFTER 4:30					

**FEDERAL LAW ENFORCEMENT TRAINING CENTER
LAW ENFORCEMENT INSTRUCTOR TRAINING PROGRAM**

Revised: 02/01/03

PROGRAM SPECIALIST: MIKE FORCE
PROGRAM TECHNICIAN: MARY LATHAM
EDUCATIONAL AIDE:

**BLDG. NO: 216
ROOM NO: 129
WEEK NO: 2**

CLASS NO: LEITP-

AGENCY: MIXED

CLASS ROT 11A						CLASS ROT 11B					
HOURS	MON	(6)	TUE	(7)	WED	(8)	THU	(9)	FRI	(10)	
7:30	118 PRESENTATIONS - 2 (30-MINUTE) INTERACTIVE METHODS CLASSROOM #1: 129 CLASSROOM #2: _____		125 TESTING AND ASSESSMENT		126 STUDENT ADVISEMENT AND GUIDANCE BSD-1		118 PRESENTATIONS - 3 (50-MINUTE) INTERACTIVE METHODS CLASSROOM #1: 129 CLASSROOM #2: _____		118 PRESENTATIONS - 3 (CONT'D) (50-MINUTE) INTERACTIVE METHODS CLASSROOM #1: 129 CLASSROOM #2: _____		
8:30											
9:30											
10:30											
11:30											
9:30			RED-2		124 PRESENTATION PREVIEW (PREVIEW OF 50-MINUTE TMD-3 PRESENTATIONS)				BSD-1 DMD-1		
10:30					117 PRESENTATION PREPARATION				117 PRESENTATION PREPARATION		10:00 PROGRAM CRITIQUES TMD (MANDATORY)
10:30			117 PRESENTATION PREPARATION		117 PRESENTATION PREPARATION				10:30 GRADUATION TMD		
11:30	BSD-1 DMD-1										TMD
11:30 - 12:30 LUNCH											
12:30	118 PRESENTATIONS - 2 (CONT'D) (30-MINUTE) INTERACTIVE METHODS CLASSROOM #1: 129 CLASSROOM #2: _____		100 TMD OVERVIEW		117 PRESENTATION PREPARATION		118 PRESENTATIONS - 3 (CONT'D) (50-MINUTE) INTERACTIVE METHODS CLASSROOM #1: 129 CLASSROOM #2: _____		DISTRIBUTION: ADM (M.Hanneld) BSD DMD EOD ETD FFI LC MSD OSL OTO (T. Bennett) PTD RED SSD TEB TMD		
1:30			TMD-3								
2:30			155 CLASSROOM MANAGEMENT ISSUES								
3:30											
4:30			BSD-1 DMD-1								
AFTER 4:30											